

DUE: February 28, 2007, 4:30 pm

APPLICATION COVER SHEET

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

Application for ELL Technology Resource Grant

**Applying Four-Year Institution
Simpson College**

Program Director/Contact Person:

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Does this institution have an ESL endorsement program? No

Consortium Community College Institution (if applicable) _____

Program Director/Contact Person:

Name _____

Title _____

Address _____

Telephone _____

Fax _____

E-Mail _____

Does this community college have an education program? _____

Statement of Assurances

Should a Technology Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Applying Four-Year Institution):

Steven J. Griffith Ph.D. Vice Pres. and Dean for Acad. Affairs

Typed or Printed Name of Authorized Official

Title

Steven J. Griffith

2-27-07

Signature of Authorized Official

Date

Consortium Community College Institution (if applicable):

Typed or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

**Please submit to Mary Beth Schroeder Fracek, Iowa Department of Education,
Grimes State Office Building, Des Moines, Iowa 50319-0146
by February 28, 2007, 4:30 p.m.**

Simpson College Proposal to
The Iowa Department of Education:
English Language Learner Technology Resource Program

Program Goals and Objectives

The priorities of the Teacher Education Program at Simpson College, as communicated in the program's competency assessment system, include the following:

- Competency 2:** **Simpson Teacher Education Program graduates will understand how students differ in their approach to learning and will create instructional opportunities that are equitable and adaptable to diverse learners.**
- Competency 4:** **Simpson Teacher Education Program graduates will facilitate research-based instruction that supports the intellectual, social, career, physical, and personal development of students.**
- Competency 5:** **Simpson Teacher Education Program graduates will create a safe and positive learning environment.**
- Competency 9:** **Simpson Teacher Education Program graduates will understand how to use and integrate technology in the instructional setting.**

To this end, the Teacher Education Program at Simpson College is currently pursuing the addition of the ESL endorsement to our elementary and secondary education programs. The curriculum exhibits for the endorsement have been submitted to the Iowa State Department of Education. The addition of this endorsement is desired based on feedback from Simpson Teacher Education Program graduates, partnering practicum site schools, local administrators, and current Simpson Teacher Education Program students. Furthermore, teachers with this endorsement are in high demand due to the changing demographics of Iowa schools—both rural and urban.

However, not all Simpson Teacher Education Program students will choose to complete the ESL endorsement and it is, therefore, in the best interest of Simpson Teacher Education Program graduates and their future students to integrate research-based ELL instructional strategies into the core curriculum; in this case, elementary reading/language arts methods coursework. The project described for this technology resource grant will enable and enhance the learning and implementation of ELL instructional strategies through observation, communication, and collaboration with K-12 ELL classrooms and teachers.

Project Outcomes

After observing, collaborating, and communicating with ELL classrooms in this technology project, Simpson Teacher Education Program students will be able to:

- Explain at least three research-based strategies for ELL students.
- Compare knowledge of ELL instruction and associated stereotypes before and after this experience.
- Implement at least one research-based strategy in practicum.
- Identify at least three ways to adapt the learning environment for ELL students.
- List pros and cons of video conferencing technology.

After observing, collaborating, and communicating with ELL classrooms in this technology project, Simpson Teacher Education Program professors will be able to:

- Build upon and develop partnerships with ELL classroom teachers.
- Gain insight on practical aspects of ELL instruction.

- Use video conferencing technology to improve student learning by connecting theory and practice.
- Submit a presentation proposal to the Iowa Culture and Language Conference.
- Analyze assessment and survey findings to evaluate the project.

After collaborating and communicating with Simpson Teacher Education

Program students and professors in this technology project, ELL classroom teachers will be able to:

- Reflect upon their own teaching and use of research-based ELL instructional strategies.
- Analyze assessment and survey findings to evaluate the project.
- Engage and motivate ELL students in the project to model instructional strategies for college students.

Timeline

April/May 2007

- Ensure technology is installed and working properly
- Attend ICN training for set-up and use of the technology
- Build on existing partnerships with high ELL populations such as Jackson and Capitol View Elementary Schools in the Des Moines Public Schools
- Develop partnerships with ELL schools elsewhere as necessary based on the availability of like technology
- Collaborate with ELL classroom teachers regarding research-based vocabulary, fluency, and comprehension strategies currently used in their

classrooms (such as repeated readings, total physical response, and graphic organizers)

- Collaborate with ELL classroom teachers and grant technology coordinator on the design, format, and frequency of video conferencing sessions

June, July, and August 2007

- Revise course syllabus and assignments to reflect video conferencing with ELL classrooms
- Attend Our Kids seminar on ELL instruction
- Touch base with ELL classroom teachers regarding scheduling of video conferencing

September 2007

- Administer pre-assessment—K-W-L graphic organizer (K=*what you Know* about ELL students, stereotypes associated with ELL students and classrooms; W=*what you Want to learn* about ELL students, stereotypes associated with ELL students and classrooms; *L=*what you Learned* about ELL students, stereotypes associated with ELL students and classrooms)

*to be completed after

- Begin weekly video conferencing sessions with partner schools based on topics agreed upon during prior collaborations (This could include, but is not limited to, observations of classroom instruction and interaction for ELL students; pre and post observation discussions/debriefings with ELL classroom teachers and students regarding classroom instruction and interactions; and collaboration with ELL classroom teachers on research-based instructional strategies.)

October 2007

- Continue weekly video conferencing sessions
- Administer post-assessment (L portion of KWL graphic organizer and survey questions listed in Evaluation portion of the narrative)
- Review findings

November 2007

- Simpson Teacher Education Program students are assigned to a practicum in the Des Moines Public Schools in schools with ELL populations and have opportunities to implement their knowledge of research-based ELL instructional strategies

December 2007

- Final video conferencing session where Simpson Teacher Education Program students debrief with ELL classroom teacher regarding experiences in their practicum with ELL students
- Based on survey findings and final debriefing video conference, revise the technology project and repeat

Evaluation

The evaluation process will include pre and post assessment using K-W-L graphic organizers completed by Simpson Teacher Education Program students and surveys completed by all participants. The information will be shared with partnership schools and administrators in the form of a written summary report. A presentation at the Iowa Culture and Language Conference in February 2008 will be planned and presenters will

include Simpson Teacher Education Program students, ELL classroom teachers, and college professor.

Following are the questions for the survey.

1. Consider everything about this technology project, what has been the most useful and valuable to you?
2. What has been the least useful and valuable to you?
3. What could have been done to make it better?
4. On the first day you completed the K-W of a K-W-L graphic organizer Please report what you *learned* (L portion of the K-W-L) and compare to the *want to learn* (W portion of the K-W-L). With regard to this comparison, has this experience been a good use of class time?*
5. What new learning that you gained in this technology project do you hope to use in the upcoming: 1) practicum experience (directed to Simpson Teacher Education Program students); 2) future semester (directed to college professor); or 3) remaining school year (directed to ELL classroom teachers)?
6. How did this technology positively impact your learning about ELL instruction?
7. How did this technology negatively impact your learning about ELL instruction?

* to be answered only by Simpson Teacher Education Program students

Sustainability

Questions regarding initiation and sustainability of this technology were posed to the Information Technology Department at Simpson College. This equipment will function properly in the classrooms in the building where the core curriculum courses are taught. The issue of available bandwidth was addressed and assurances have been made that this will not be a problem. Additionally, the sustainability of this technology project will be possible and the grant activities will continue.

This technology project is linked to the Simpson Teacher Education Program's on-going efforts to enhance both existing and new field experiences and projects with public schools. By adding a new dimension to the field-based components of core curriculum courses, ELL classrooms and teachers will be available to Simpson Teacher Education Program students and professors for observation, communication, and collaboration.

Consortium (not applicable)